



Research-Based Developmentally Appropriate Instruction in Extended Day Kindergarten

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Extended Day Kindergarten

- What does research say about the benefits of extended day kindergarten?
 - Few experimental studies have examined the benefits.
 - Benefits for mathematics learning have been mixed.
 - Doubling the time for the same curriculum shows no effects.
 - Early literacy growth is greater.
 - Students need qualified teachers to provide services and supervise the activities of aides, tutors, etc.

(Brewster & Railsback, 2002; Hausner, 2000; Zakalek & Straw, 1999)

Developmentally Appropriate Practice (DAP) Kindergartens

- What does Developmentally Appropriate Practice (DAP) mean?
 - Developmentally Appropriate Practice (DAP) means assuring that classrooms, instruction, and assessment for young children take into consideration three major dimensions: 1) age, 2) individual growth patterns, and 3) cultural factors.

Krogh, 1997; Bredekamp & Copple, 1997

Developmentally Appropriate Practice (DAP) Kindergartens

**Is a literacy focus in Kindergarten
appropriate or is it just down
shifting
1st grade curriculum?**



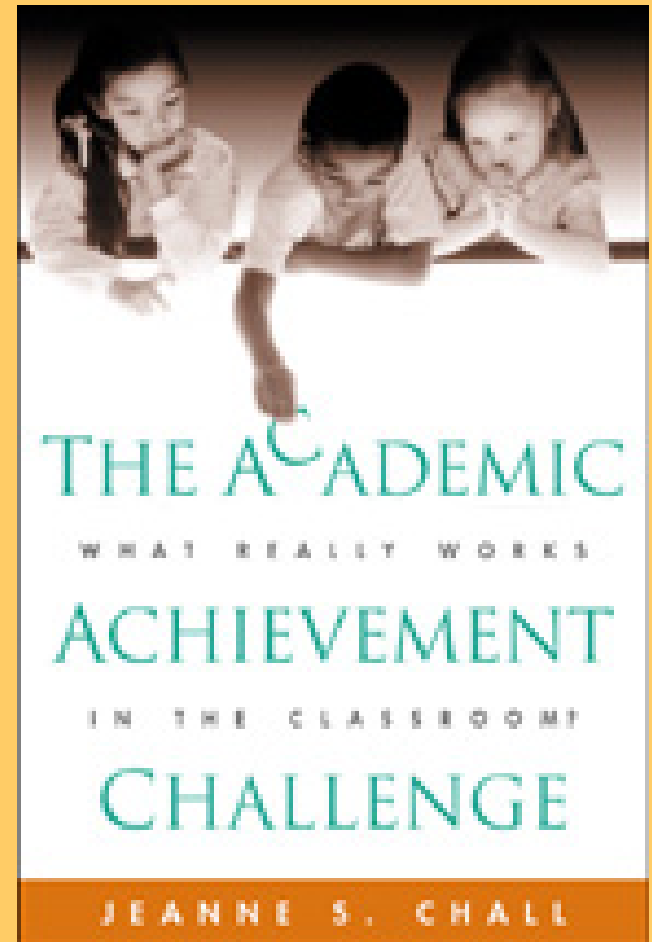
Is Teaching Reading to Young Children DAP*?

“Learning to read and write is critical to a child’s success in school and later in life...the early childhood years – from birth through age eight – are the most important period for literacy development. It is for this reason that the International *Reading Association* (IRA) and the *National Association for the Education of Young Children* (NAEYC) have joined together to formulate a position statement regarding early literacy development “ (pg. 1).

** (1998). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the IRA and NAEYC in Young Children, July, 1998, 52(4):30-46.*

What Really Works For Young Children Who Are At-risk?

Systematically analyzing a vast body of qualitative and quantitative research over a 100 year period, the late Jeanne Chall at Harvard Graduate School of Education compares achievement rates that result from traditional, teacher-centered approaches with those resulting from progressive, student-centered methods. Her findings are striking and clear: that teacher-centered approaches result in higher achievement overall, with particular benefits for children of lower socioeconomic status and those with learning difficulties.



In Order to Effectively Teach At-Risk Children, Reading Instruction in the Early Years Must Be Explicit and Systematic.



**Report of
the *National
Reading
Panel*, 2000**

So, What Does It Mean to be Explicit and Systematic With Your Instruction?

A Look First at Explicit Instruction.

Explicit instruction is unambiguous and clear in teaching reading skills and strategies.

There are five characteristics in explicit instruction.

- ***Key features of explicit instruction.***
 - Clear instructional targets
 - Clear purpose for learning
 - Adequate modeling
 - Scaffolded practice
 - Progress monitoring assessments

(Modified from Arrasmith, 2005)

1. Clear Instructional Targets



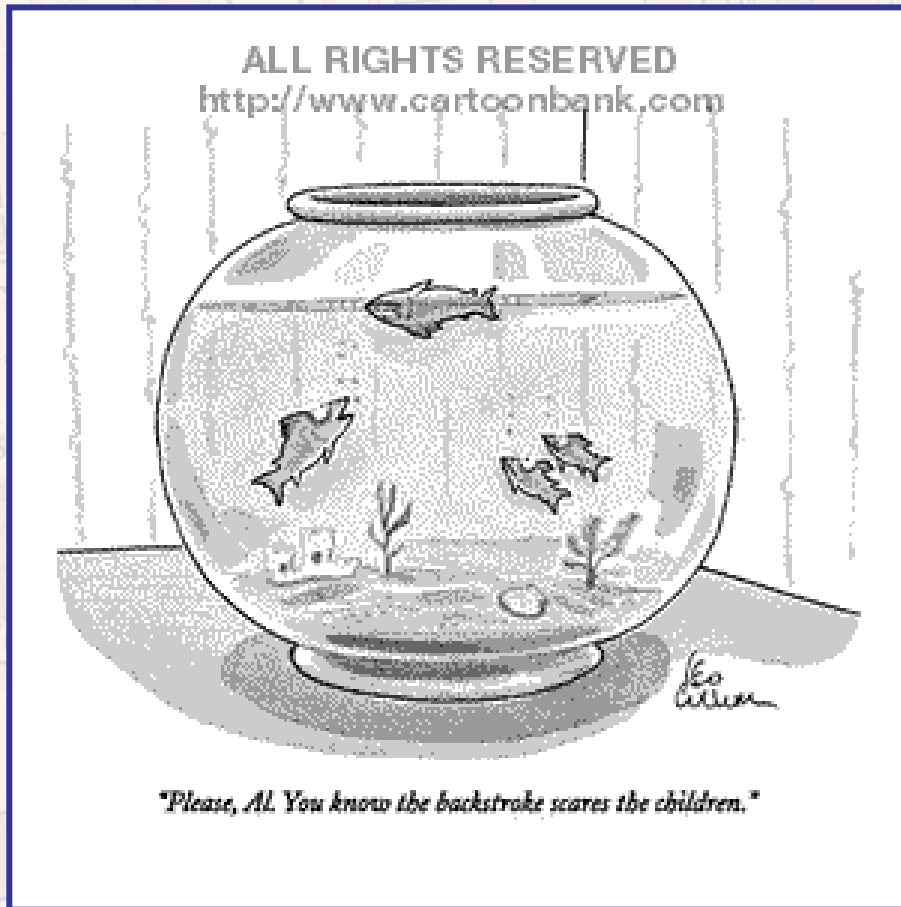
- Explicit instruction begins with a clear understanding of what students will learn and be able to do as a result of reading instruction across the year (i.e., knowing what letter/sound goals are to be attained across the year) as well as within the lesson. The teacher knows what to teach students to do across the school year.

2. Clear Purpose for Learning

- The teacher and students understand the outcome of teaching.
- Instruction must lead to an ability to understand written text. (Torgesen, et al., 1998).
- “Direct children’s attention toward letters and sounds to enable them to use strategies, not learn skills” (Cunningham, 2000).



3. Adequate Modeling

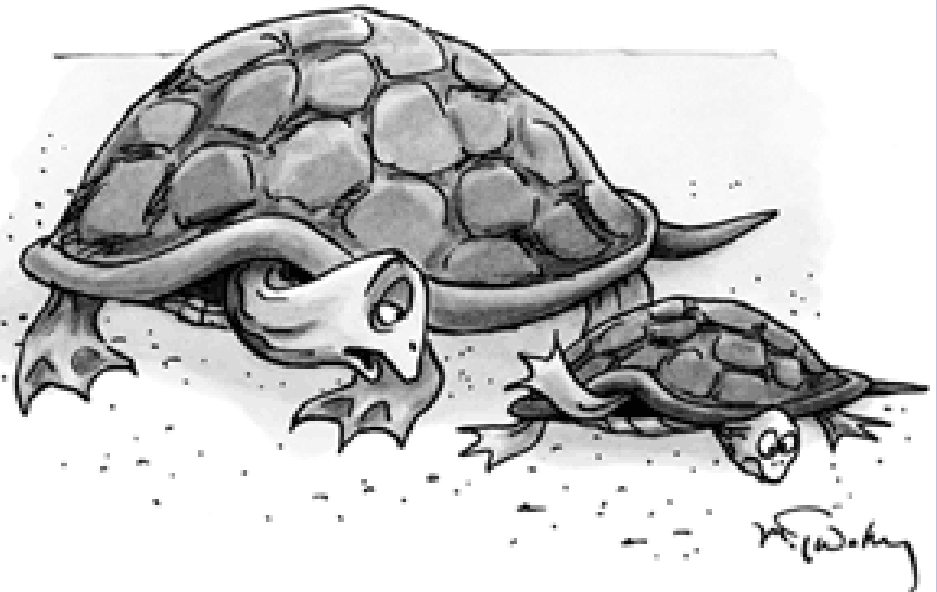


- Modeling shows the students what they are expected to do within the context of reading. Demonstration reinforces understanding and improves practice. Presenting examples reinforces the directions and explanations.

4. Scaffold Student Practice

- **Guided practice helps students explore and learn. It is important that they have immediate feedback on their attempts. Student's inappropriate attempts are corrected so that wrong applications are not reinforced.**

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"Honey, your head's through the armhole again."

5. Progress Monitoring Assessments



- Progress monitoring assessments can help ascertain the level of proficiency achieved by the student. The goal is to know when a student is struggling and in need of additional support or when it is time to move on.

Developmentally Appropriate Practice (DAP) Kindergartens

- **What should children learn about literacy in kindergarten?**

- **Oral Language**
- **Concepts about Print**
- **Letter Names**
- **Phonological and Phonemic Awareness**
- **Beginning Phonics (CVC words)**
- **Sight Words**
- **Listening Comprehension Strategies**

Developmentally Appropriate Practice (DAP)

Kindergartens

- **If we adopt a literacy and math focus, then what happens to art, music, dance, science, and social studies?**



Adopt an integrated curriculum approach to assure that young children receive opportunities to experience these important content subject areas through integrated theme units of study. Ideally these content subject areas will be also integrated into literacy and mathematics learning in the early grades.

DAP in Kindergarten

- What happens to play in Kindergarten?

Play should continue in Kindergarten. However, it may need to be effectively integrated with literacy, math, & content subject area learning.

--Neuman & Roskos, 1992

Neuman, 2000

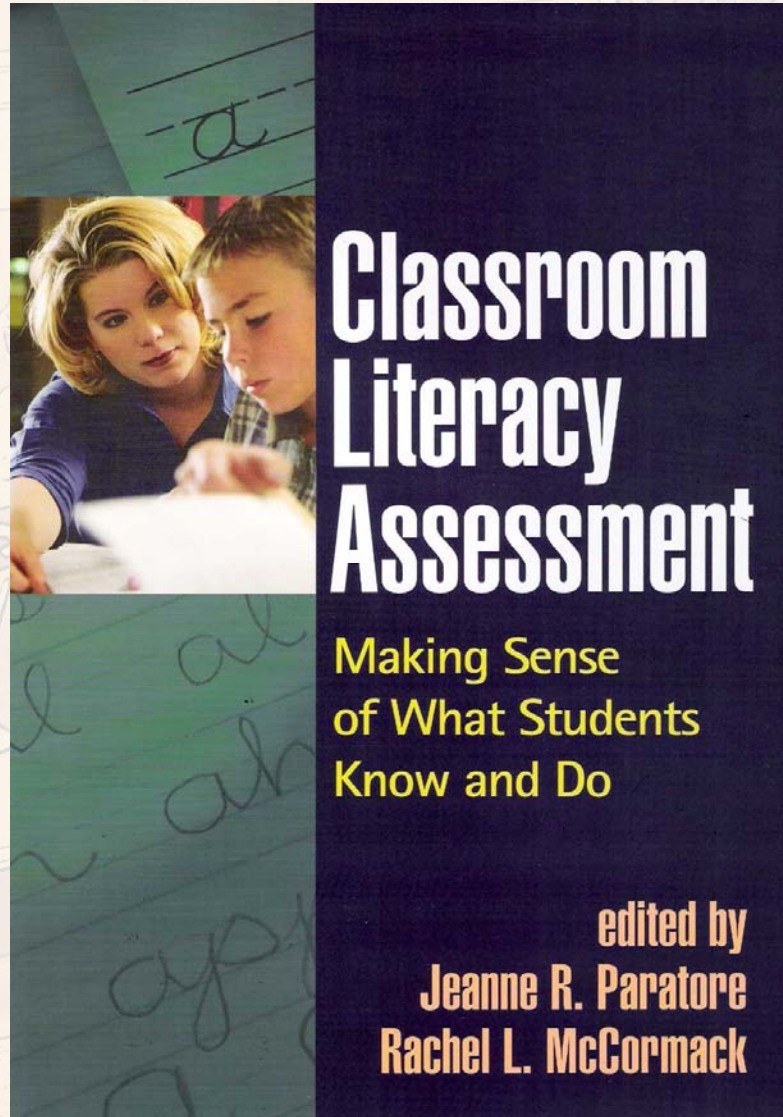


Developmentally Appropriate Practice (DAP) Kindergartens

**What do good academic learning
centers look like in
Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens



CHAPTER 3

Promoting and Assessing Effective Literacy Learning Classroom Environments

*D. Ray Reutzel
Lesley Mandel Morrow*

Plato once wisely observed, “What is honored in a country will be cultivated there.” And so it is in classrooms where teachers honor the development of reading and writing not only through teaching the curriculum but also through creating print-rich environments in which literacy-learning activities are an integral part of every school day.

The physical design of a classroom has been found to affect the choices children make among various learning activities (Reutzel & Cooter, 2004; Morrow & Weinstein, 1986). Classrooms that nourish literacy provide a print-rich environment, an interdisciplinary approach to promoting literacy growth, recognition of individual student differences, and a thorough understanding of the levels of literacy development. In this chapter we describe (1) the characteristics of classroom environments that support literacy learning; (2) how effective teachers create and orchestrate such environments; and (3) the types of assessments that help teachers and administrators evaluate and monitor the quality and appropriateness of classroom learning environments.

As a backdrop and as a way to create a context for the discussion that follows, we begin with a brief description of a print-rich classroom in which children participate in functional literacy activities, using materials and space that are deliberately arranged to stimulate young children’s literacy development.

Kindergarten: Learning Centers

- Learning centers are to support the literacy, mathematics, and an integrated curriculum.
- Only previously explicitly taught strategies and tasks should be found in academic learning centers – independent or collaborative practice NOT exploration!
- At some point learning tasks must be differentiated for children – Not the same task/level for all children in the center.



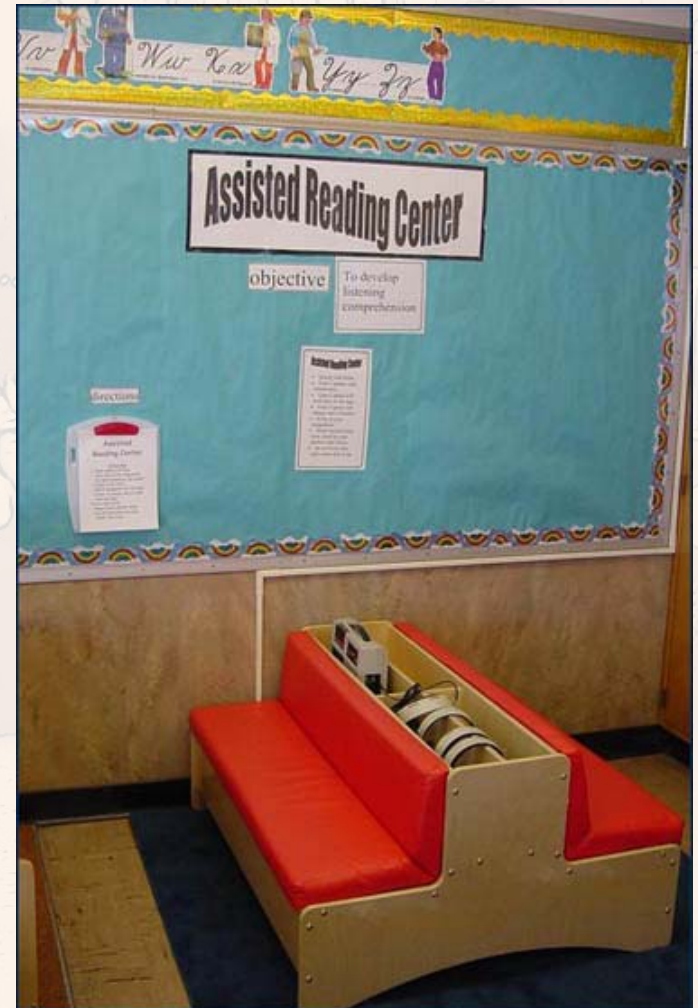
Kindergarten: Learning Centers

- Learning centers must encourage self regulation and independence.
- Learning centers must have a designated leader.
- Learning centers must have clear procedures for entry, behavior, clean up, and exit.
- Learning centers must have an overall routine for use .
- Learning centers must require some kind of accountability for students.



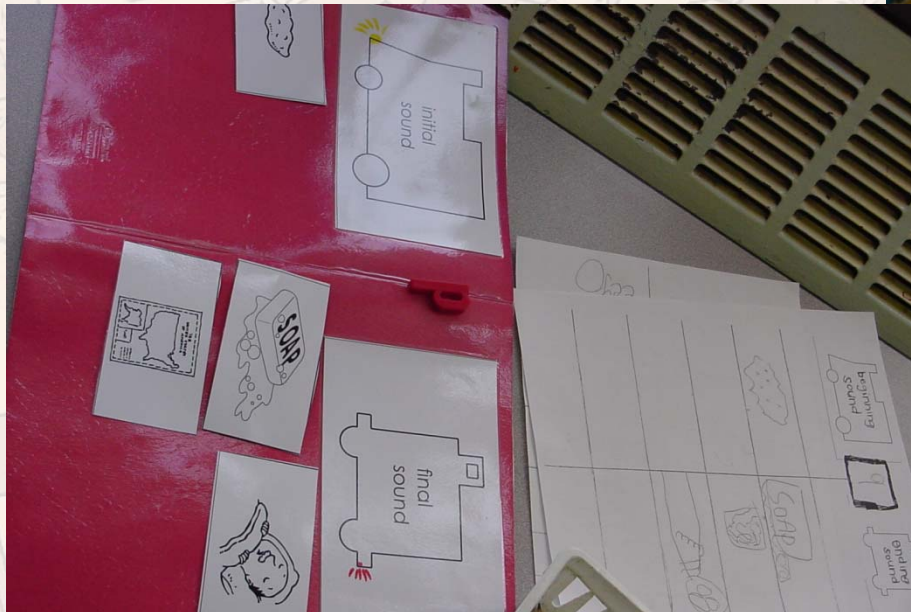
Kindergarten: Learning Centers

- Learning centers need clearly posted directions, objectives, and expectations or rules.
- If there isn't sufficient room for stand alone learning centers – make transportable centers.



Kindergarten: Learning Centers

- Learning centers must be clearly organized with sufficient tools for learning and exploration.



- Learning centers must have an explicitly labeled place for everything – Every thing has a place and is in its place.

Kindergarten: Learning Centers

- Exploration centers must also include “literacy, math and content knowledge enriched play” for developing kindergarten children’s oral language and background knowledge.



Kindergarten: Learning Centers

- **Develop learning centers one at a time and get them right before creating another.**



- **Add other learning centers as you are able to create and manage.**

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance
of oral language in
Kindergarten?**



Oral Language Abilities are a Powerful Predictor of Later Literacy Achievement

- Early language ability is a powerful predictor of reading achievement 3-5 years later.

--Preventing Reading Difficulties in Young Children

- Meta-analysis of 61 studies

--Scarborough, H. 2003. Handbook of Early Literacy Research

Oral Language Abilities are a Powerful Predictor of Later Literacy Achievement

- Dickson and Tabor Home-School Study -- Language and literacy tests administered to preschoolers and then when in 4th and 7th grades.
- Kindergarten measures are **strongly predictive** of the scores children received on language and literacy tasks in 4th and 7th grades.

--Beginning literacy with language, 2002

Oral Language Abilities are a Powerful Predictor of Later Literacy Achievement

- Especially after grade 2, many children at the 25th percentile in reading comprehension have oral language comprehension levels that are too low to profit from independent reading of most “grade-level” textbooks.

--Chall and Conard, 1991

Oral Language Abilities are a Powerful Predictor of Later Literacy Achievement

The crucial role of oral language vocabulary in reading comprehension was documented by four studies conducted with elementary or middle-school English Language Learners. Research findings suggest that limited vocabulary knowledge is associated with low levels of reading comprehension in English, and ELL with a large repertoire of high frequency and academically relevant words are better able to process written texts than ELL without such a repertoire.

--August & Shanahan, 2006

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
concepts of print in
Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

- **Concepts of print knowledge plays a critical role in early reading development (Hiebert, Pearson, Taylor, Richardson, & Paris, 1998).**
- **Learning concepts of print early on influences children's language development, phonemic awareness, phonics, word reading, and reading/ writing development (Morris, 1993; Roberts, 1992).**

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
phonological and phonemic
awareness in Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

- Research conducted over the last 20 years has shown that children vary significantly in the phonological component of their natural capacity for language.

--Lieberman et al, 1989

- Approximately 20% of children lack PA in an “average” group of children.

--Adams, 1990

Developmentally Appropriate Practice (DAP) Kindergartens

- **Longitudinal studies:**

Most children who are poor readers in third grade were having difficulty right from the start with phonologically-based reading skills.

(Learning First Alliance, 2000).

Developmentally Appropriate Practice (DAP) Kindergartens

- **Measures of preschoolers' level of phonemic awareness strongly predict their future success in learning to read –English, Swedish, Spanish, French, Italian, and Russian**

*--Lundberg, 1980; deManrique, 1984;
Alegria, 1982; Cossu, 1988; Elkonin, 1973.*



Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
assessment in
Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

Types of Assessment for Kindergarten

Screening - Designed as a first step in identifying children who may be at high risk for delayed development or academic failure.

Progress Monitoring - Determines through frequent measurement if students are making adequate progress or need more intervention to achieve desired outcomes.

Developmentally Appropriate Practice (DAP) Kindergartens

Types of Assessment for Kindergarten

Diagnosis - Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.

Outcome - Provides a bottom-line evaluation of the effectiveness of the instructional program in relation to established performance levels.

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
listening comprehension
in Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

Listening Comprehension in Kindergarten

“Beginning readers generally have stronger listening comprehension skills than reading comprehension skills.”

(Curtis, 1980; Ashby & Rayner, 2006)

Many early childhood educators do not consider comprehension instruction to be an important part of primary grade education.

(Pearson & Duke, 2002)

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
writing in Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

Writing in Kindergarten

Walter Loban (1964) once said that the relationship between reading and writing is “so striking to be beyond question” (p. 212).

**“Writing is the foundation of reading.... When our students write, they learn how reading is put together because they do it. They learn the essence of print”
(Hansen, 1987, pp. 178-179).**

Developmentally Appropriate Practice (DAP) Kindergartens

Writing in Kindergarten

In the *Handbook of Writing Research*, Shanahan
(2006)

explains that “...reading and writing are dependent upon shared cognitive abilities (e.g., visual, phono-logical, and semantic systems or short- and long-term memory), and anything that improves these abilities may have implications for both reading and writing development...”

(p. 174).

Developmentally Appropriate Practice (DAP) Kindergartens

**What is the importance of
small group
differentiated instruction
in Kindergarten?**



Developmentally Appropriate Practice (DAP) Kindergartens

Small group differentiated instruction in Kindergarten

- “Group instruction, particularly small group instruction is consistently associated with positive gains in achievement....” (*Pearson, 1984, pp. 6*).

Developmentally Appropriate Practice (DAP) Kindergartens

Small group differentiated instruction in Kindergarten

- “Recent research by Mathes, Denton, Fletcher, Anthony, Francis, and Schatschneider (2005) has shown that small group differentiated reading instruction has significant positive affects on young struggling readers’ progress and achievement in reading. The structure that small group differentiated reading instruction takes, whether it involves teacher guided groups reading leveled books or rigidly defined lessons in which the teacher reads from a script and students read from a scaffolded text, does not seem to make much of a difference. What seems to matter is that children, with similar instructional needs, are grouped together into small groups for targeted and intensive reading instruction.” (*Reutzel & Cooter, 2008*).

Developmentally Appropriate Practice (DAP) Kindergartens

- What is the role of academic engaged time in at-risk Kindergarten?

**ALT ~ Growth, Development,
and Achievement**

Fisher, Filby, Marliave, Cahen, Dishaw, Moore, and Berliner, 1978

BTES Studies



Developmentally Appropriate Practice (DAP) Kindergartens

- In summary, what should Kindergarten teachers be teaching in Kindergarten?
 - Literacy
 - Mathematics
 - Integrated Curriculum

Developmentally Appropriate Practice (DAP) Kindergartens

What is the role of classroom management in Kindergarten

- Wang, Haertel, and Walberg (1994) examined 11,000 research reports to determine the factors that most influence student learning in school classrooms. They found there were 28 factors, but the single most important factor governing student learning in classrooms was – classroom management. They concluded that a teacher who is, “grossly inadequate in classroom management skills is probably not going to accomplish much” (*Wong & Wong, 1998, pg. 84*).

Developmentally Appropriate Practice (DAP) Kindergartens

**How should full day Kindergarten differ
from half day Kindergarten?**

**COHERENT, DEEP, FACTUAL
KNOWLEDGE +**

Dr. Susan B. Neuman (2001), former U.S. Asst. Secretary of Education, argues “that early childhood programs have emphasized process to the exclusion of content, placing the utmost importance on how children learn rather than on what they learn, instead of striking a better balance” (p. 470).

Developmentally Appropriate Practice (DAP) Kindergartens

How should full day Kindergarten differ from half day Kindergarten?

COHERENT, DEEP, FACTUAL KNOWLEDGE +

She asserts further, “educators may not be teaching enough knowledge in early literacy.... Comprehension instruction was minimal from Grades 1 through 3...Books may well make people smarter...Today in the U.S., economic differences between the haves and have-nots are greater than at any other time in history since 1929...Teachers must ensure that children develop factual knowledge that has coherence and depth. All of our children, rich and poor and in between, deserve no less” (pp. 470-70).

--Neuman, S. B. (2001). The role of knowledge in early literacy. *Reading Research Quarterly* 36 (4), 468-475.

Developmentally Appropriate Practice (DAP) Kindergartens

How should full day Kindergarten differ from half day Kindergarten?

ORAL LANGUAGE ACQUISITION =

**Children must be relatively fluent in oral language use
to communicate effectively with the teacher and with
other students in their “learning networks” found in
the classroom and in life
(Pinnell, 1998; Pinnell & Jaggar, 2003).**

**Oral language ability is the bedrock foundation upon
which**

**all future learning is built
(Scarborough, 2001; Shannahan, 2006; Smith, 2001;
Vygotsky, 1978).**

Developmentally Appropriate Practice (DAP) Kindergartens

How should full day Kindergarten differ from half day Kindergarten?

ORAL LANGUAGE ACQUISITION =

**Children who come to school with thousands of
“words in their head”—words they can hear,
understand, and use in their daily lives—are already
on the path to learning success
(Allington & Cunningham, 1996).**

**Similarly, children who have small listening and
speaking vocabularies must receive immediate
attention if they are to have any real
chance at reading success
(National Research Council, 1998; Johnson, 2001).**

Developmentally Appropriate Practice (DAP) Kindergartens

- How should full day Kindergarten differ from half day Kindergarten?

*Coherent, deep, factual
knowledge*

+ Oral Language = Success !

If you would like to get this power point presentation on “Extended Day Kindergarten” please contact or visit the website...

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